

Instructions

The purpose of this survey is to assess the leader expertise needed to protect Service members' health and wellbeing and prevent Service members from dying by suicide; misusing alcohol; assaulting, harassing, or bullying others; and engaging in interpersonal violence.

No one person is expected to have expertise in all areas; however, understanding your expertise can help determine how you can best support the installation's overall approach to promoting Service members' health and wellbeing. For each item in the survey, you will be asked to rate how knowledgeable you are and how relevant it is to your job or position. There are no right or wrong answers, please just answer based on your experience.

Section 1: Healthy & Protective Environment

The first items are about the environment of the installation. Rate how knowledgeable you are about each item from 1 (No knowledge) to 5 (Extensive knowledge/expertise) and how relevant each item is to your job or position from 1 (Not relevant) to 5 (Central to my job or position).

1. Understand the environment's role in causing or maintaining harmful behaviors such as harassment, sexual assault, alcohol misuse, suicide, etc.

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Understand what actions and communications create an environment that is respectful for all members of the unit.

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Understand how to help those who report to you create an environment that is respectful for all members of the unit.

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. Understand how to ensure that a viable mechanism is in place for Service members to make complaints of harassment and sexual assault

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. Understand how to ensure that a viable mechanism is in place for Service members to report incidents of substance abuse

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. Understand how to ensure that a viable mechanism is in place for Service members to report concerns about suicide

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7. Understand how to establish regular (e.g., weekly) connection and communication with Service members who report to you (e.g., holding office hours, walking around for meet and greets)

	None	1	2	3	4	5	Extensive
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Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Understand how to mentor and support the professional development of Service members who report to you

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

9. Understand how to distribute resources (e.g., mental health care, childcare) to the Service members that report to you in order to reduce stress and make their life better

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

10. Understand how to evaluate the effectiveness of efforts to promote the health and wellbeing of Service members and prevent suicide, alcohol misuse, sexual assault, harassment, and other harmful behaviors

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11. Understand how to apply these evaluation results to the performance evaluation of relevant Service members who report to you

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 2: Integrated Prevention

The next section is about your knowledge of efforts to prevent Service members from dying by suicide; misusing alcohol; assaulting, harassing, or bullying others; and engaging in interpersonal violence. Rate how knowledgeable you are about each item from 1 (No knowledge) to 5 (Extensive knowledge/expertise) and how relevant each item is to your job or position from 1 (Not relevant) to 5 (Central to my job or position).

12. Understand the policies on prevention topics, including integrated primary prevention, harassment, sexual assault, substance abuse, suicide, self-harm, etc.

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

13. Understand the difference between prevention and response

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

14. Describe the influence of risk factors for suicide and harmful behaviors like alcohol misuse, domestic violence, sexual assault, and harassment (e.g., general tolerance of harmful behaviors)

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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15. Describe the influence of protective factors for suicide and harmful behaviors like alcohol misuse, domestic violence, sexual assault, and harassment (e.g., emotional health, supportive leadership)

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

16. Understand the multiple key ingredients of effective evidence-based prevention (e.g., varied teaching methods)

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17. Know how to model standards and norms consistent with a professional organizational climate

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

18. Can recognize and account for risk and protective factors in special populations

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

19. Understand how to use evaluation data to improve prevention efforts

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 3: Service Member Engagement

The next section is about how Service members are involved in efforts to prevent Service members from dying by suicide; misusing alcohol; assaulting, harassing, or bullying others; and engaging in interpersonal violence. Rate how knowledgeable you are about each item from 1 (No knowledge) to 5 (Extensive knowledge/expertise) and how relevant each item is to your job or position from 1 (Not relevant) to 5 (Central to my job or position).

20. Share information about ongoing prevention efforts with other Service members in a transparent and consistent manner

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

21. Convey what prevention efforts on your installation are trying to promote (e.g., safe and respectful environments) in addition to what these efforts are trying to prevent (e.g., sexual assault)

	None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

22. Foster mutually respectful interactions between Service members and leadership at your installation

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

23. Work with Service members in such a way that they have meaningful input into decisions about prevention activities

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 4: Housing

For you, or the Service members under your leadership, what, if any, concerns are present regarding housing? (to include but not limited to accompanied and unaccompanied accommodations, the Military Housing Office, costs associated with housing or the safety and security of housing)

Section 5: Demographics

Below are a few questions about your background. This information is used to help characterize the group of individuals responding to this survey and will not impact your anonymity.

24. Age

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25. Gender

☐
Male

☐
Female

26. Service

☐
Air Force

☐
Army

☐
Navy

☐
Marine Corps

☐
Space Force

☐
N/A

27. Component

☐
Active

☐
Nat'l Guard

☐
Reserve

☐
DoD Civilian

☐
N/A

28. Paygrade (select one)

E1-E4 ☐

E5-E6 ☐

E7-E9 ☐

O1-O3 ☐

O4-O6 or above ☐

W1-W3 ☐

W4-W5 ☐

Prefer not to respond ☐

GS, fill in
number:

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29. Education

Some HS ☐

HS Diploma/GED ☐

Some college/no degree ☐

2 yr. college ☐

4 yr. college ☐

> 4 yr. college ☐

Prefer not to respond ☐

Continue on to next page

30. Race / Ethnicity

What is your race and/or ethnicity? Select all that apply and enter additional details in the spaces below.

American Indian or Alaska Native:

Enter, for example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc. _____

Asian:

☐ Chinese ☐ Asian Indian ☐ Filipino ☐ Vietnamese ☐ Korean ☐ Japanese

Enter, for example, Pakistani, Hmong, Afghan, etc. _____

Black or African American:

☐ African American ☐ Jamaican ☐ Haitian ☐ Nigerian ☐ Ethiopian ☐ Somali

Enter, for example, Trinidadian and Tobagonian, Ghanaian, Congolese, etc. _____

Hispanic or Latino:

☐ Mexican ☐ Puerto Rican ☐ Salvadoran ☐ Cuban ☐ Dominican ☐ Guatemalan

Enter, for example, Colombian, Honduran, Spaniard, etc. _____

Middle Eastern or North African:

☐ Lebanese ☐ Iranian ☐ Egyptian ☐ Syrian ☐ Iraqi ☐ Israeli

Enter, for example, Moroccan, Yemeni, Kurdish, etc. _____

Continue on to next page

Native Hawaiian or Pacific Islander:

☐
Native
Hawaiian

☐
Samoan

☐
Chamorro

☐
Tongan

☐
Fijian

☐
Marshallese

*Enter, for example, Chuukese, Palauan, Tahitian, etc.*_____

White:

☐
English

☐
German

☐
Irish

☐
Italian

☐
Polish

☐
Scottish

*Enter, for example, French, Swedish, Norwegian, etc.*_____

Thank you!

Continue on to next page

Continue on to next page